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BOOK DEPARTMENT

CONDUCTED BY PRINCIPAL C. H. THURBER

Teachers' Guild Addresses and the Registration of Teachers. By S. S. LAURIE, LL.D., Professor of the Theory, History and Art of Education in the University of Edinburgh. London: Percival & Co. 1892. pp. 300.

The primary object of this publication is to put before the British public the evidence recently given by the author before a Parliamentary Select Committee in support of the Teachers' Guild Bill for the Registration of teachers. The evidence occupies the last fourth of the book and is very instructive reading. The Committee adopted the views of Professor Laurie on all essential points, recommending (1) the registration of teachers in secondary schools as in principle desirable, (2) the necessity of including in the qualifications for registration teaching capacity as well as attainments in scholarship, (3) the provision of additional facilities for the training of teachers in secondary schools.

There can be little doubt that registration on such principles would be a great gain to the profession. But it implies a central examining board such as few of our States possess. If, however, we are willing to have the State prescribe requirements for admission to the professions of law and medicine, it is not easy to see why we should be afraid of a similar control of teaching. The consciousness of belonging to a profession would be greatly quickened by an arrangement which would make a teacher a member of his profession throughout the entire State.

The other chapters of this volume have a universal interest. They are addresses by a master on some of the fundamental problems of education and on certain thinkers who have originated new methods. The first address is a strong and sensible plea for the training of teachers by means of the study of the philosophy of mind. In this country the author's argument is already pretty generally accepted; though I think the importance of general philosophy to the educator is not as well understood as the importance of psychology. Professor Laurie puts the matter admirably in the opening address. And he returns to it, with amplifications and applications of the general position, in the seventh address on "The Schoolmaster and University (day) Training Colleges." It is here impressively shown that the schoolmaster stands in the greatest need of a university education.

"Teachers, least of all men, should be set apart from their fellow-citizens prematurely. They should breathe the invigorating air of an institution where all manner of men meet. There they come in daily contact with a larger life and with more varied intellectual interests than can possibly exist in a specialist school, that limits its scope by the horizon of examination papers. . . . Again, in universities young teachers are brought into relation with experts in all departments of knowledge, and this raises their standard of what it is to *know* any subject." (pp. 209-210).

And as to the scientific or philosophic preparation for the profession of teaching, take the following :

"If we are now to reconstitute the profession by giving to each member all that is lost in the past, as illuminated and organized by modern thought, we must lay our foundations in history and philosophy" (p. 215). . . . "It is only insight into philosophic principles that can give continuous ethical stimulus to the teacher : it is the apprehension of educational ideals that can alone sustain and inspire him : it is contact with the history of past efforts to educate the race that can alone give to him breadth and humanity" (p. 227).

But the author does not content himself with generalities. In the address on "Method and the Sunday School Teacher," he shows, in a very difficult instance, how teachers are to go about their work. The second address deals with a favorite subject of this author—the curriculum of the secondary schools. What is the end to be attained ? President Eliot has recently said it is the training of the faculties ; with more psychological insight Herbart discovered it in the development of many-sidedness of interest ; while the majority continue to think it is universal knowledge. Professor Laurie holds that the end is encyclopaedism, but not in respect of acquired knowledge, but in the sense of universality of interest and universality of faculty (p. 38). Hence "a complete education should bring the mind into intelligent contact with representative studies and representative methods of investigating truth" (p. 37). Of these representative subjects and disciplines, language is "central and magistral"—"language as a discipline, and language as a liberal course of reading in literature and history ;" and by language is meant primarily the vernacular and, secondarily, Latin as auxiliary to it. The second place is assigned to mathematics. As to science, it is interesting to observe that Professor Laurie, like M. Fouillée, is sceptical of its educative value in the instruction of the younger pupils. "I doubt if it can give true mental discipline before the age of sixteen or seventeen" (p. 43). Nevertheless, in the form of nature-knowledge with special attention to physical and industrial geography, physical science is the third requirement of the curriculum, though in strict subordination to language and mathematics. No other subjects should be prescribed ; but some more should be selected. The choice should be determined "by predisposition and natural aptitude, or, it may be, by considerations of utility alone" (p. 46).

I have space only to mention and commend the three remaining addresses: Montaigne, the Rationalist; Roger Ascham, the Humanist; and Comenius, the Encyclopaedist and Founder of Method.

As a whole the work deserves the highest praise. It discusses great questions in a thorough and yet practical way, illuminating them by the light of principles, and trying them by the tests of experience. The style is clear, easy, and graceful. And animating all, shining through everywhere, is the author's noble conception of the educator's vocation and his enthusiastic yet grave devotion to it.

J. G. Schurman.

Jahresberichte ueber das hoehere Schulwesen, herausgegeben von
CONRAD ROTHWISCH. VI Jahrgang. 1891. Berlin, 1892.

This volume, of 765 large octavo pages, is the sixth in the series of annual "Reports on Matters Pertaining to Secondary Schools." It contains fifteen such reports, written by men of acknowledged ability in their several departments. The topical divisions are as follows; (1) School History; (2) School Organization, including School Legislation; (3) German; (4) Latin; (5) Greek; (6) French and English; (7) History; (8) Geography; (9) Mathematics; (10) Natural Science; (11) Drawing; (12) Vocal Music; (13) Gymnastics and Hygiene; (14) Religious Instruction (Protestant); (15) Religious Instruction (Catholic).

Within the limits allotted to this notice, it would be impossible to give even the barest résumé of the elaborate discussions under these various heads, covering, as each report does, a comprehensive treatment of the purpose, scope, methods, and the recent German literature of the special discipline in hand. Nearly all the reports devote much of their space to the changes in the courses of study that have lately been officially made in the four kingdoms of Germany. The remarkable utterances of the emperor at the opening of the deliberations of the School Inquiry Commission, in December, 1890, attacking the very citadel of secondary education in Germany, and demanding a radical reconstruction of the curricula, were in themselves sufficient to produce, and have in reality produced, important modifications. During the year 1891, the governments of Prussia, Bavaria, Saxony, and Wuertemberg, all promulgated new orders respecting the studies and examinations in all kinds of higher public schools, which have now been in effect for more than a year. It will be remembered that the emperor's chief complaint was that the education in these schools consisted in learning for the sake of knowing, rather than in the cultivation of character and in training for practical life. He rebuked the disproportionate devotion to the classical languages and to ancient history, and the com-